

COURSE SYLLABUS

FCS 3215-001: Development in Infancy and Childhood
SPRING, 2014 - Tuesday and Thursday, 10:45-12:05 JFB B-1

Instructor: **Dr. Russell Isabella** Office Hours: Tues/Thurs 9:30 a.m. - 10:30 a.m., and by appt.
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website: Course materials available through U of U's Canvas

COURSE OBJECTIVES

This course is directed toward the examination and understanding of the processes of human development from conception through middle childhood. As such, students in this class will be introduced to notions of development that pertain to infancy, early and middle childhood, as well as to those which are pertinent to development across all of these stages. The primary sources of information exchange will be the textbook, class lectures, discussion and films.

On a more specific level, the primary objectives of this course are to help each student develop:

1. An appreciation for, and an understanding of human beings at different levels of development;
2. An understanding of the nature of influences on development from various ecological systems;
3. A sensitivity to developmental tasks at various points throughout infancy and childhood, and a motivation to be responsive to the needs of children at different ages;
4. An understanding of different philosophies through studying the contributions of selected leaders in the field;
5. An understanding of the processes of development as they have functioned (and continue to function) in your own individual life situations.

COURSE REQUIREMENTS

Text: Newman, B.M. and Newman, P.R. Development Through Life: A Psychosocial Approach (11th Edition) **Custom Version**. Thompson, 2012.

Attendance: It is expected that you will attend class regularly. Students who miss class should do so knowing that poor attendance will affect your final grade, and that you alone are responsible for making up anything you miss.

Exams: Two examinations--a midterm and final--will be given during the semester. Each of these will cover readings, lectures and films, and will consist of both multiple choice and essay questions. **PLEASE NOTE** that for your exams, **you will be responsible for all reading assignments regardless of whether or not they have been directly discussed in class.** (You will be informed, in class, of any exceptions to this general rule.) **Makeup exams** will be given only in very dire circumstances, and decisions regarding makeup exams will be made on a person-by-person basis by the instructor. **PERMISSION TO TAKE A MAKEUP EXAM WILL BE GRANTED ONLY BEFORE THE REGULARLY SCHEDULED EXAM IS GIVEN IN CLASS.**

Research Paper: A brief research paper will require you to find and read research articles published in child development journals, and to write about the relation of this research to some specific topic (of your choice) covered in this class during the section on infant development. A detailed description of this assignment will be provided. **Due date: March 20, 2014**

Lab School Observation: You will be required to observe two preschool-age children in the Child and Family Development Center and use these observations to report on specific aspects of development during the early school years. A detailed description of this assignment will be provided. **Due date: April 17, 2014**

GRADING

Grades will be based on points accumulated across the two exams, research paper and lab school observation completed during the semester. Each of these four requirements will be worth 100 points. Thus, the total number of accumulated points will be 400, and final grades for this course will be determined on the basis of each student's total (accumulated) points. Point accumulations between 370-400 will be awarded an A, 358-369 A-, 346-357 B+, 330-345 B, 318-329 B-, 306-317 C+, 290-305 C, 278-289 C-, 266-277 D+, 250-265 D, 238-249 D-, with point accumulations below 238 awarded an E.

OPTIONAL ASSIGNMENTS

Over the course of the semester, each student will have the option of completing a *maximum of three written assignments* which will be related to the videos we will view in the class. Each of the three assignments will be worth a **maximum of 5 points**, and each student's accumulated assignment points (maximum 15) will be added to that student's total points for the semester that will determine his/her grade (as described above). Thus these assignments are a form of 'extra credit' in that any points earned have the potential of raising your grade in the class *because they will be added to your total points before your grade is determined*. For example, if your scores for tests 1 and 2 and the two written assignments are 84, 82, 81 and 80, respectively, your average would be $327/4=81.75$ and your grade would be B-. But if you completed three assignments and received 3 points on each (total 9 points) your total points for the course would be 336, your average $336/4 = 84$ which would raise your grade to B. Also, because these optional-assignment points are *added* to your total for the course, *scores on these assignments cannot lower your grade*. Optional assignments are due one week following our viewing of the relevant video. **NOTE: THE LAST DAY FOR TURNING IN AN OPTIONAL ASSIGNMENT IS APRIL 10. ASSIGNMENTS WILL NOT BE ACCEPTED AFTER THIS DATE.**

ONLINE NOTES -- I will post my PowerPoint presentations online. You will have access to these via Canvas, and each set of slides should be available to you in advance of my use of them in class.

Standard University Policy Issues Relevant to this (and all) Course(s)

The following language (or its equivalent) is relatively standard in accordance with University of Utah policy and should appear on all of your course syllabi:

Students with Special Needs: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the [Center for Disability Services](#), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Academic Honesty: All honesty and plagiarism policies established by the University of Utah will be upheld in this class. Academic misconduct includes, but is not limited to, representing another's work as your own, collaborating on individual assignments, and **submitting the same work for more than one course without the permission of both instructors**. Any of these actions will not be tolerated. If you include information from outside the class or quotes in your written assignments (with the exception of exams), you must provide citations and a reference list. Avoid the urge to over-rely on quotes; a written assignment that is substantially made up of quoted material will not be considered to be your own work, even if you have used correct citations.

If it is discovered that you have engaged in academic misconduct of any type in this course, **the Family & Consumer Studies departmental policy states that you will be given a failing grade in the course** and be reported to the Dean and the VP for Academic Affairs, who will keep your name on record. Should you be reported more than once, you may face expulsion from the University.

For further information about the University of Utah's policies regarding academic misconduct, please refer to the online version of the Student Handbook and look for "University Code": <http://regulations.utah.edu/academics/6-400.php>

University Drop and Withdrawal Policies: You may *drop* this class without penalty or permission until January 15, 2014. You may *withdraw* from the course without permission from January 15, 2014 to February 28, 2014, but a “W” will be recorded on your academic record, and applicable tuition and fees will be assessed. After February 28, 2014, you will not be allowed to withdraw from this course. If you have any questions regarding this policy, please contact the Office of Admissions and Registrar at (801) 581-5808.

In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University of Utah’s Student Code, which states “*the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.*”

Finally: All graded exams/assignments for this course will be discarded by the middle of the Summer ‘14 semester. Thus, if you have any questions regarding your exams or assignments, you are encouraged to deal with these questions in a timely manner.

Note: *The syllabus is not a binding, legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.*

COURSE OUTLINE -- DATES TO BE AWARE OF

Following is a tentative outline for the semester, including dates you should be particularly aware of. The reading assignments have been made to correspond with classroom lectures, films, and discussions. It is expected that students will read the appropriate portions of the text before the class period during which that portion of the text will be discussed. (The instructor will keep you informed regarding the specific topics to be addressed during each class period.) Lectures will be directed toward supplementing but not replacing reading assignments, clarifying text materials, and highlighting information the instructor deems especially important.

****Note: daily information (exclusive of exam dates) is subject to change –such changes will be announced****

Section I: (Jan 7-Feb 11) Intro, Theories, Heredity, Prenatal Development and Birth: Chapters 1-4

JAN 23 FILM: *Erik H. Erikson: A Life’s Work*

JAN 28 FILM: *Preparing for Parenthood*

FEB 4 FILM: *Pregnancy, Mom and the Unborn Baby*

FEB 6 FILM: *A New Mother’s Feelings*

Section II: (Feb 13-Mar 4) Infant Development: Chapter 5

FEB 18 FILM: *Your Healthy Baby*

FEB 25 FILM: *The First Years Last Forever*

FEB 27 FILM: *Mary Ainsworth: Attachment and the Growth of Love*

MAR 4 **MIDTERM EXAM** (Tuesday): *Chapters 1-5*

***** MARCH 11 AND 13 - NO CLASS - SPRING BREAK WEEK *****

Section III: (Mar 18-Apr 8) Toddlerhood and Early School Age: Chapters 6 and 7

MAR 20 **RESEARCH PAPERS DUE**; Discussion; FILM: *Ready to Learn*

APR 1 FILM: *To Be a Father* - **Discussion on film to follow**

APR 3 FILM: Discipline: Teaching Limits with Love

APR 8 **PRESCHOOLER FORUM**

Section IV: (Apr 10-Apr 30) Development During Middle Childhood: Chapter 8

APR 10 FILM: *Food and Fitness Matter*

APR 15 FILM: *The ABCs of Parenting: Part 3: School Days* - **Discussion on film**

APR 17 **LAB SCHOOL OBSERVATION PAPERS DUE**

APR 22 Last Day of Class: Review

APR 30 **FINAL EXAM:** 10:30 a.m. - 12:30 p.m. (regular classroom) *Chapters 6-8*